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The use of modern technology and its impact on the teaching of physical education and sports Algeria

Touchen Safia[1]
Institute of Physical Education and Sports, University of Algiers3
touchen.safia@univ-alger3.dz

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Abstract: This study aims to examine the use of modern technology and the extent to which it is reflected in the teaching of physical education and sports. It also seeks to highlight the technological tools that can be employed in lesson implementation. To achieve these objectives, the descriptive method was adopted, and a random sample of 12 teachers from Algerian secondary schools was selected. A questionnaire was used as the main data-collection instrument. The data were analyzed using percentages and the Chi-square test (χ^2) to determine statistically significant differences at the significance level $\alpha = 0.05$. The findings revealed a lack of resources and technological teaching aids, as well as limited dynamic use of computers by some teachers in managing pedagogical activities.

Keywords: Modern technology use, Physical education and sports teaching, Educational technology, Secondary schools

Article info

[1] Touchen Safia

1. Introduction:

Modern technological systems are among the most important poles contributing to the progress of humanity in all its fields by analogy with the era we are currently living in, which is called the information age, as we find that there has been a qualitative transition in information technology as modern technology has imposed itself on many scales and various fields, making the world a small village, and this opened the door to develop the educational system by bringing its educational system in line with the prevailing technologies and the current time.

The state of the Algerian school today is one of the international schools that are subject to international charters, as after the four-year plans (70-73) and (74-77)77) who tried to make the Algerian school a leader in the process of development, physical education received its share of attention until the severe shortage of framing hindered the process very significantly, specialized institutes were opened to train teachers, which solved the issue of training and framing and the practice in schools in accordance with regulations and laws "The teaching of physical education and sports is compulsory for all male and female students from the beginning to the end of secondary education (Abdel Hamid Mehri, 2013, 24).

It is noted that physical education in recent decades a remarkable development in it, and this development was accompanied by an interest in the methods of teaching it, due to the multiplicity and diversity of its skills, if the choice of the appropriate method of teaching physical education and sports requires a sufficient amount of knowledge and experience in the field and receives both Moss ton and Ashworth (Moss ton & Ashworth) (Abdul Karim, 1994) and (Al-Dairi & Batayneh, 1987) that each student has his own teaching style. (Abdulkarim, 1994) and (Al-Dairi and Battaina, 1987) emphasize that each student has his own style of teaching, some students can be directed orally by the teacher, others tend to visual directions while other students need intellectual interaction with mental visualization and there are those who prefer to interact with the material themselves, and in skill performance, the student may need all these methods to different degrees in the learning process and points out that (Azmi 2004), (Al-Sayeh 2000) and (Sharaf 2000) indicate that the methods of teaching physical education are developing, there are multiple and advanced ways to teach it, such as teaching using video, audio and visual aids, and computer-based multimedia programs that would help the student to quickly understand and realize what he wants to learn, and it also embodies the goal to be reached before starting the teaching and learning process.

Modern technology has contributed to providing means and tools that aim to develop learning and teaching methods, and has encouraged the use of innovative and renewed educational methods that will provide an effective educational climate that helps the teacher to improve the arbitration of learning outcomes and arouse students' interest and motivation to learn (Hamdi, 1989).

The computer-based multimedia is one of the most important results of modern technology, which has attracted some attention due to its educational potential, and the ability to provide an educational environment with a communication system that achieves interaction between the student and the learning material, so it has become a phenomenon that has its implications and its effects on the teaching and learning processes (Al-Far 2002). Khalil Al-Balouri and Nahris Hamdi add that

Atkins (Al-Balawi and Hamdi, 2009, p. 114) pointed out in 1993 through his analysis of the results of research on advanced technologies related to the learning process to the importance of using multiple

mediums in obtaining effective learning.

However, the use of technology in the educational process still faces some obstacles, which are due to the great time and effort it takes to produce multimedia learning programs, and the use of multimedia in the educational process is a type of educational innovation that has received increasing attention from the Ministry of National Education, as evidenced by the seminars it holds, encouraging the use of computers and their software in education

Today, we are talking about modern technologies in the educational field (Ntice), where we find that there are those who adapted their educational curriculum and administration according to modern technologies in information and communication, some of them adapted their administration without their program, and others exploited it in the teaching method as a means (Abdelhamid, 2011, p. 12), Algeria, like all countries, has its share of this product in the field of education, a sector that was considered to be unproductive (financially), as a result of the circumstances that the country experienced. In addition to the circumstances experienced by the country in the last 20 years, which paralyzed it somewhat, we see the educational system today talking about the digitization of the sector in cooperation with the Ministry of Post and ICTs, if the project starts by placing a laboratory in each institution, as indicated at the International Forum on ICTs in the Development of the Education Sector "TarbiaTech" that about 2000 secondary schools have been provided (Al-Bilad, 1999).

In fact, this project was initiated and soon the inspectors of the process were interested in it until the 2008 reforms in the education sector, when the area began to include other subjects, but between those and those, physical education did not find its share under the pretext that it has a field character or as some directors believed that if physical education and sports used the technological means available in the institution, the class would not become a television class.

From this point of view, and at the suggestion of some inspectors of physical education and sports at the secondary level, we conducted this study to coincide with the reforms witnessed by the educational system, especially in the field of teaching and learning with technological means.

For this reason, we conducted this study divided into two chapters

The first chapter: which represents the theoretical background, is divided into three chapters: The first chapter deals with modern technology from its concept, means, characteristics, objectives, functions, how to apply it, its fields and theories related to it.

The second chapter :dealt with teaching in the physical education and sports class, from its concept, the foundations of physical education and sports, the general objectives of physical education and sports, the characteristics of the physical education and sports teacher, the definition of the teaching process, the ability and performance in the process of teaching, the basic rules that build teaching methods, teaching methods in physical education and sports, the importance of diversifying teaching methods in physical education and sports, programs and teaching methods in physical education and sports, As for the applied aspect of this research, which consists of: Includes two chapters.

Chapter three: We will address the methodology followed during the research from exploratory studies to what is a research method, the main study, in which we will address the tools used, defining the research sample and the statistical plan.

Fourth chapter: We will present the results that we can reach by processing the data statistically and we will discuss the results, interpret them, analyze them, and compare them with the results of previous studies.

And give a summary of the study, and put some suggestions, and put forward future hypotheses for future students to graduate in the field of mathematics, and explanations about the quantitative, qualitative and qualitative information of semantic significance, including proving or disproving the hypotheses of the study, a list of references and a list of appendices, and finally a summary of the study at the end of the note to indicate the contents of the latter.

2.Problem Statement:

Technology has recently entered the Algerian school, beginning with automated media devices from the administrative side, and is trying to keep pace with the development through enacting a large number of laws and changing curricula, as well as providing many material possibilities and means in order to reach a more quality teaching performance, and if we say quality in the educational field, we must not neglect a major and very important factor is the factor of aids, which have many names, so they are called educational messages, explanatory means or audiovisual means according to their uses and the contributions they make in the field of education and education, as their use contributes to the development of motor skills.

Today, athletes are using the video session as an important part of the training process due to the positive results achieved by the science on field performance, as shown by previous studies and clearly illustrated by the use of technological media and its impact on the quality of teaching physical education and sports, (Mokhtar Bouazid, 2022).

Algeria, like other countries, has its share of this product and here we wonder: Where are we from all this? Of course, we are talking about technology in the industrial field, Algeria has had its share of it, and we are not talking about other fields that have also had their share, but we are talking about the field of education, a sector that was perceived as unproductive (materially), in addition to the circumstances that the country experienced in the last 20 years that paralyzed it to some extent.

However, we see in the letter of the Ministry of Education a sign of readiness to keep up with modern information and communication technologies in the field of education when it talks about the digitization of the sector in cooperation with the Ministry of Post and Information and Communication Technologies, as the project begins by placing a laboratory in each institution, as indicated in the international forum on the assistance of the communication technologies sector in developing the education sector "TarbiaTech" that about 2000 high schools were provided (Al-Balad, 1999).

Indeed, this project started and soon the inspectors of practical subjects were interested in it and came into contact with the technological means, and in light of the reforms that we witnessed in the education sector in 2008, the area began to include other subjects, but between them, physical and sports education did not find its share under the pretext that it has a field character or as some directors believed that if physical and sports education teachers used the means available in the institution, the class would

not become a television class.

From this point of view, and at the suggestion of some secondary physical education inspectors, we conducted this study, as it coincided with the conventions that the education system witnessed, especially in the field of teaching and learning with technological media, which proved its existence and credibility for other practical subjects in April 2011, the year in which the application of modern information and communication technology began to expand, based on these questions, we realized that we must first find fully homemade solutions that do not require the teacher to have special training in computerized media, as is the case for specialized training in office programs, as for blog management, we created a bag program.

To what extent is the use of modern technology reflected in the activation of physical education and sports classes?

Partial questions:

a- Do physical education and sports teachers use computers to manage pedagogical work?

b- Do physical education and sports teachers use the Internet to prepare their classes?

3. Hypotheses

3.1 General hypothesis

The use of modern technologies contributes positively to the effectiveness of physical education and sports.

3.2 Partial hypotheses

- Some professors do not use the computer in a dynamic way to manage pedagogical work.
- Some professors do not use the Internet to prepare their classes.

4. Objective of the study:

The aim of the study is to highlight the technological means that can be used in the implementation of physical education and sports classes.

Clarify the need for them in class management and communication between teachers and subject inspectors, and give the process of the means including the software for this school subject.

5. Importance of the study

Facilitating the task of the physical education and sports teacher, compensating the experience for new teachers through the database left by modern media and communication technologies.

-Employing the approach by tracking students' work, planning to develop a nationally standardized assessment program for students, and contributing to the construction of a student-specific rubric.

6. Define terms

6.1 Technology

Logia-logy Definition:

Technology is a word of ancient Greek origin, derived from a word that means (art, skill, craft, system, and the word

(Ms. application- id 1999) In Greek, it means (speech, study, logic, science, knowledge. etc.

Terminological definition:

Samir Abdo defines it as the tools and means that are used for applied practical purposes and that man uses in his work to complete his abilities and meet the needs that appear within the framework of his social conditions and historical stages (Mohamed Al-Fateh Hamdi et al, 2011, p 3).

Procedural definition:

It is the science that is concerned with the means that improves performance and includes machines such as computers and applications, systems, graphical rules and work methods used by humans in various aspects of their lives.

6.2 Educational Technology

Terminological definition:

"Clubb" says that it is following systematic steps in achieving a teaching-learning process (Clubb, 1988, p. 27), while "Abdullah Omar Al-Farra" is satisfied with the definition of the scientist "Brown" who concludes that educational technology is that organized process to build the teaching and learning process within the framework of special goals that end up giving the lesson an effective form (Al-Farra, 1999, p. 119).

Procedural definition:

Educational technology is those means that help in the teaching and learning process and aim to achieve the teacher's message in its best form and in a reciprocal manner between the sender and receiver and the educational communication environment represented in the objectives of the educational system.

6.3 Educational Technology:

Terminological definition:

Khamis Mohammed Attia points out that the definition of the term educational technology passed through three historical stages according to the Association for Educational Communications and Educational Technology, where in 1977 it was defined as a complex and integrated process that includes individuals, procedures, ideas, devices and applications required to analyze the issues of all aspects of human education, formulate appropriate solutions, implement, evaluate and manage them, and in 1994 the definition became "educational technology" is the theory and application of the design, development, use, management and evaluation of processes and resources with the aim of learning, and in 2007 the definition was amended to "educational technology" is the study

Procedural definition:

The researcher agrees with the last definition as follows: Educational technology is those material and moral means such as software that the teacher uses in the teaching process, whether in the educational system or outside it.

6.4 Modern media and communication technology

This term combines four concepts, we talked about technology, while communication is a Latin word (Hassan Emad Makkawi, Laila Hussein, 2003, p. 23), media technology is the collection, storage and dissemination of information after human intervention in its processing and purification (Alamuddin, 2005, p141), and the term modern in the media encyclopedia is everything that is processed by computer (Hijab, 2003, p. 805).

Procedural definition:

Modern technology in media and communication is all that science has currently developed in electronic devices that allow recording, analyzing and reading in a period of time to be live and rebroadcast to all parts of the world, using satellites, wired, wireless and optical networks.

6.5 For physical education and sports

Linguistic definition:

The word education is one of the words frequently used in public life among people, and they mean multiple and different meanings, each according to his specialty and according to his view of it, according to the Arabic tongue, "Raba" something increased, grew and raised it, and in the Holy Qur'an, "He raises charity," that is, increases it, and I grew up in Bani so-and-so, I grew up in them (Ibn Manzoor, Arabic tongue, year, p. 23).

Terminological definition:

Physical education and sports constitute a fundamental basis for the development of the educational system, and is mainly represented in education and contributes to the improvement and maintenance of the psychological and motor competencies of children and youth in educational settings" (Order 95-09, p 8).

Procedural definition:

It is a compulsory subject in the Algerian educational system and is a class through which students learn various laws and knowledge related to sports, and the individual or student learns the principles of honorable and fair sports without using types of violence and aggression, and the goal of physical education is to produce a healthy student with full and balanced mental, social and spiritual development.

7. Previous studies:

There are some previous studies that dealt with topics close to our research that aim to study the use of modern technology and the extent of its reflection on the teaching of physical education and sports a study on some high schools in central Algeria, among these studies we mention:

7.1 The first study:

There are some previous studies that dealt with topics close to our research that aim to study the use of Modern technology and the extent of its reflection on the teaching of physical education and sports, a study on some high schools in central Algeria, among these studies we mention:

The first study prepared by research student Youssef Fertas, research student Hussein Karkit and student Akhdar Rahmani from the Journal of Physical Education and Sports No. 1, 2024, entitled The reality of using education in teaching physical education and sports from the point of view of secondary education teachers (a field study in some secondary schools in the province of Setif), aimed to know the reality of using education in teaching physical education and sports. This study aimed to know the reality of the use of education in teaching physical education and sports from the point of view of secondary education teachers in the state of Setif, where the researchers used the analytical descriptive method to fit the nature of the study, while the sample consisted of 30 teachers selected in a simple random manner, and the researchers adopted the questionnaire and .SPSS interview as a tool for data collection and the data were collected and processed statistically using a program 25

The results of the study showed that the use of educational technology contributes to the development of mathematical skills in improving the cognitive abilities of students and moreover it saves the effort and time spent by students in the physical education and sports class, but it has no reality in the field according to the opinion of teachers due to the lack of possibilities and the unavailability of technological means for education**.**

7.2 The second study:

The second study was prepared by the student researcher Bouazid Mokhtar, a doctoral thesis in the theory and methodology of physical education and sports, 2022, entitled The use of technological media and its impact on the quality of teaching physical education and sports (an experimental study in Algiers high schools), this study aimed to know the university scene on a topic that serves the

cognitive aspect of the individual by studying mental visualization and its great importance in developing the personality of the student in order to exploit this skill in building future projects and solving issues, adding motivation that can be used to achieve the best study results and also develop performance in the class of physical education and sports.

Among the results of the study, the hypothesis was validated by the t-test and the independent samples t-test.

7.3 The third study:

The third study was prepared by student researcher Nouiri Boubaker, Rawafed Journal of Studies and Research in Mathematical Sciences, Volume 1 Issue 2, Year 2021, entitled The reality of using educational technology in teaching physical education and sports (a field study at the level of Messila high schools), this study aimed to know the reality of using educational technology in teaching physical education and sports A field study at the level of Messila high schools, and to achieve the objectives of these studies, the study sample was randomly selected represented in 40 teachers (secondary education professors working at the level of secondary schools in Messila state) and we used the questionnaire - During the physical and sports education class, the teacher relies on many means of educational

technology, including the computer at the forefront of the means, and the intranet ...., and there are obstacles to the use of educational technology means during the physical and sports education class.

7.4 The third study:

The fourth study was prepared by student researcher Ben Abdelhafid Latifa and researcher Hamida Tani Nada, a memorandum for the award of a master's degree, in 2020, Qalma University, entitled The contribution of modern communication technology in the development of the educational process (field study of science and technology at 8 May 1945 University, Qalma) This study aimed to know the role of modern technology in improving and developing it, as well as identifying the importance of modern communication technology in developing the educational process and identifying some issues and obstacles to modern communication technology in the educational field, the two research students used the descriptive method, the sample consisted of 50 exponents.

7.5 Commenting on previous studies:

It can be said that these previous and similar studies referred to the concept of the use of modern technology and the extent of its reflection from the point of view of participation in teaching physical education and sports as a unit and a basic element of the study.

The first study, prepared by research student Youssef Fartas, research student Hussein Gargit and student Akhdar Rahmani from the Journal of Physical Education and Sports No. 1, 2024, entitled The reality of the use of education in teaching physical education and sports from the point of view of secondary education teachers (a field study in some secondary schools in Setif Governorate), and the

results of the study showed that the use of educational technology contributes to the development of sports skills in improving students' cognitive abilities and moreover, it saves effort and time spent by students in physical education and sports, but it has no reality in the field.

On the other hand, the second study of the preparation is prepared by the student researcher Bouazid Mokhtar, PhD thesis in the theory and methodology of physical education and sports, 2022, entitled the use of technological media and its impact on the quality of teaching physical education and sports (an experimental study in Algiers high schools), and among the findings of the study proves the validity of the hypothesis (T- TEST) and (t) test for independent samples, the results were very positive and a significant improvement was achieved in the motor performance of students.

The results were very positive and a significant improvement in students' motor performance was achieved, and therefore we concluded, according to the experimental conditions of the research, that the use of technological media contributes to the development of the student's motor aspect, similar to the results achieved in sports training research.

The second phase of the research dealt with the second aspect of physical and sports education, which is the cognitive aspect represented in mental perception, which is a basic skill that enables the individual to develop himself and helps him to exploit his experiences in accomplishing his life projects, the results were contrary to the hypothesis and expectation that mental perception did not develop according to the experimental conditions, and this invites us to investigate this in the coming days and in other research.

As for the third aspect of physical education and sports, which is emotional, we wanted to measure

the impact of the use of technological media on it, and the results were positive, as the differences appeared clearly in the impact of the quality of motivation on the changes that occurred in the class, and therefore we can say that the use of technology makes the class more exciting and increases the student's motivation to attend the physical education and sports class, and this enables the teacher to exploit it to invest the physical education and sports class more.

As for the third study prepared by the student researcher Nouiri Boubaker, Rawafed Journal of Studies and Research in Mathematical Sciences, Volume No. 1 Issue No. 2, Year 2021, entitled The reality of using educational technology in teaching physical education and sports (a field study at the level of Messila high schools) - and among the results reached by the study proves the validity of the future hypothesis The teacher relies during the physical education and sports class on many means of educational technology, including the computer in the forefront of the means, and the intranet ...., and there are obstacles to using educational technology means during the physical education and sports class.

While the fourth student study is prepared by the student researcher Ben Abdelhafid Latifa and the researcher Hamida Tani Nada, a memorandum for the award of a master's degree, 2020, Qalma University, entitled The contribution of modern communication technology to the development of the educational process (a field study of science and technology at 8 May 1945 University, Qalma).

Among the results they reached in this study prove the validity of the main hypothesis due to the

facilitation of communication between the professor and the student as a primary importance since technological means have brought the distances between their users closer, as well as saving time and effort and providing the desired information for both, and working to develop and modernize educational curricula to be in line with advanced technological changes, the use of technological programs in educational decisions and curricula in the field of education , In this current study, we obtained some results, due to the lack of possibilities, Lack of availability of technological means for education, - Some teachers do not use the computer in a dynamic way to manage pedagogical work, Some professors use the computer intranet to prepare their classes.

.8. Methodology: Descriptive:

8.1 Identifying the main research variables:

- Independent variable: Modern technology.

- Dependent variable: Physical education and sports.

8.2 Exploratory study:

It is a practical method to detect the obstacles that the researcher may face during the main experiment and an advance count of the requirements of the experiment in terms of time, cost, supporting staff, the validity of the equipment and others. The exploratory study aims to ascertain the presence of members of the selected sample, and to verify the validity of the tool used to collect information appropriate to the research, where we asked some of the secondary education teachers who run the physical education and sports class and some students at the same level, meaning at the secondary stage, and through the information obtained we were able to adjust the questions of the questionnaire that we formed, and before the beginning of our study we conducted a survey study with the aim of inventorying

the material means available at the level of Algiers secondary schools which amounts to 14 secondary schools and asked some questions about the secondary school to a teacher or director of a secondary school.

8.3.1 Objectives of the exploratory study:

In this section, the student researcher attempts to present the most important objectives that can be derived from the exploratory study: Preparing the research tools and testing them, identifying their characteristics and their ability to measure the research variables, preparing the support staff, knowing the average time taken by the research tools in the application and identifying the best conditions for conducting the main study, practice on how to record cases in the form, clarity of the cases related to the registration forms in terms of their interpretation.

8.3.2 The sample of the exploratory study:

The sample of our exploratory study consisted of 3 teachers from 3 different high schools in the municipality of Hussein Dey, which belongs to the inspectorate of Algiers Central, as follows:

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Secondary	Number of teachers to whom the questionnaire was distributed
Muhannad Mokhbi	1
Ali Ammar	1
Boualem Dakar	1

Table (01): represents the sample of the exploratory study

8.3.3 Tools of the exploratory study:

1/ Questionnaire:

2/ Stages of building questionnaires:

First: The first step we took was to take a comprehensive and thorough look and conduct a desk

survey of all concepts related to our research, as well as a look at all studies that dealt with the variables of our research, from which we used all the tools of scales and questionnaires that came in those studies.

Secondly: The two questionnaires were adopted in their initial form, which included a large number of phrases, and therefore, a number of specialized arbitrators were used in order to delete some phrases that they found not in line with the subject of our studies, as well as in terms of linguistic integrity and ease of presentation in order to be well understood by students or even teachers.

Third: Conducting all the transactions related to the honesty, stability and objectivity of the two instruments through some statistical transactions, so that we can finally obtain the two instruments in their final versions without forgetting that we relied on the evaluation of the two questionnaires on the triple Likert scale and the following phrases: Yes, Sometimes, No.

The questionnaires were organized as follows:

Questionnaire for the professor: It consisted of two axes, and the axis headings were as follows:

Axis I: Use of modern technology.

Second axis: Top physical education and sports classes.

Third axis: Scientific conditions of the instrument (honesty, stability, objectivity):

What is meant by the stability of the test is the "degree of confidence That is, the test does not change in the result (i.e. has a constant value) during repetition or repetition, in other words, giving stability to the results obtained by the researcher if the experiment is repeated on the same group, that is, it will give approximately the same results if it is reapplied more than once under the same conditions and on the same individuals, thus showing a kind of stability

The test-retest method is one of the in order to exclude any influences, the time interval between the two tests (test and retest) was one week, and the researcher made sure that the distribution of the questionnaire was under the same conditions and at the same time, and after recording the results obtained by the assistant team, the researcher performed statistical processing and extracted the results using Pearson's correlation coefficient.

Honesty is a tool:

The honesty of the research instrument is an important condition that indicates the extent to which the questionnaire achieves its objectives for which it was developed, that is, the honesty, where the honesty varies according to the purposes that it wants to measure, and the test that is conducted to prove it, meaning that it actually measures what it was prepared to measure and does not measure

something alternative to it or add a new mushroom and in order to ascertain the honesty of the tool that the student researcher used the self-certification of the test, which is the experimental scores of the test attributed to the real scores free of measurement errors and self-certification is measured by calculating the square root of the stability coefficient: Honesty =√ Stability Coefficient

Objectivity:

Questionnaire	Sample	Stability coefficient	Subjective honesty	Significance level	Statistical significance
For prof essors	03	0,99	0,92	0,05	D

Table (02): Scientific conditions of the instrument

According to Wajih Mahboub, 1993, it is one of the important conditions for a good test, which means not being influenced by subjective judgments by the researcher or having objectivity without discrimination and subjective interference by the experimenter, the more it is not influenced by subjective judgments, the greater the value of objectivity.

According to Abdel-Yamin Boudaoud, 2010, an objective test is an unbiased and unbiased test as it gives the same results no matter how different the raters are, i.e. the results are not influenced by the

subjectivity of the raters or the personality of the raters.

9.4 Study population and sample:

9.4.1 Research population:

The research community is all the vocabulary of the phenomenon that the researcher is studying, so our study community consists of

All high schools in the Hussein Dey district of the Algiers Central Province, where the number of high schools in this district is estimated at 14 high schools.

9.4.2 Sample size:

The sample is the model on which the researcher conducts all his research, so the study sample was randomly selected by simple lottery and four high schools were selected from the fourteen high schools representing the study community, and all physical education and sports teachers were taken, and the sample was 12 teachers out of 35 teachers representing the study community, representing a percentage of 34.28%.

High schools	
Hussein Dey District	
Secondary schools	Number of professors
Tha'albia	03
Hassiba Ben Bouali	03
Tha/Ahmed Zebana	03
Tha/ Brothers Hamia	03
TOTAL	12

Table (3): represents the high schools of Hussein Dey district.

9.4.3 Boundaries of the study:

1/Location: The place of conducting the field study is the high schools of Algiers Central Province.

2/Time: The theoretical aspect of the study started from the second week of October 2021 until the end of January 2022.

9.5 Statistical treatment

Percentage, K2test

10. Presenting and analyzing the results of the study

Analyzing the descriptive data of the student questionnaire.

10.1 Question one: Does your organization have modern technological means?

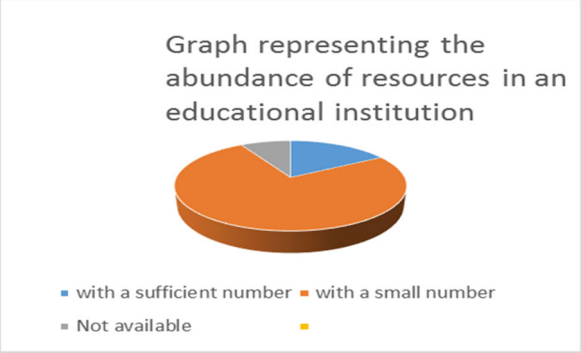
Table (4): represents the availability of means in the educational institution.

Alternative answer	Frequen	Percent	Expected	Difference between	Degree of	K^2 calculat	Tab ulate	Significa	Decision

to question (1)	cy seen	age	frequency	observed and expected frequency	freedom	ed value	d k^2	nce level	Statistical
With a sufficient number	02	16,66%	04	-2	2	7,25	5,99	0,05	D
with a small number	09	75%	04	-5					
Not available	01	8,3%	04	-3					
TOTAL	12	100%							

Analyzing Table 04:

Through Table No. (04), we notice that the answers of the 12 male and female members of the study sample, out of the total number of selected professors, were divided into three groups, the first group included individuals who answered question (01) with the alternative "sufficient number" and amounted to (02) individuals with a percentage of (16.66%), while the second group represents individuals who answered this question with the alternative "small number" and amounted to (09) individuals with a percentage of (75%),while we note that (8.33%) represents the third group, which includes the individuals who answered this question with the alternative "not available" and their number (01) individuals, and to confirm the significance of these differences in the frequencies and percentages frequencies and percentages then resorted to the test of statistical significance (K^2) where we note from the above table that the value of (K^2) calculated at the degree of freedom (2) was estimated at 7.25, which is statistically significant at the level of significance alpha = 0.05.



10.2 Question Two: Do you use modern technology?

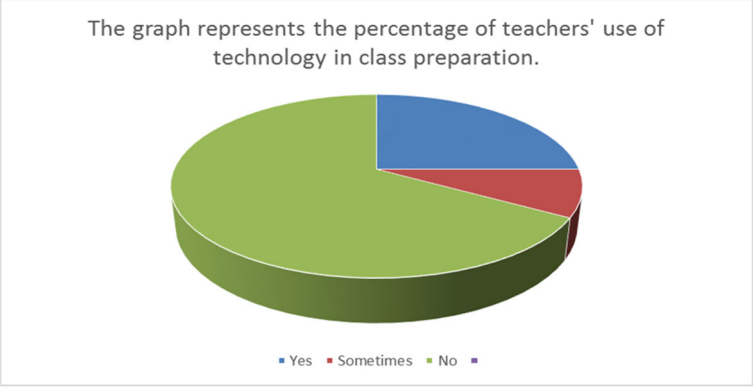
Objective of the question: To find out if they use technological means in preparing their classes.

Table (5): Percentage of professors' use of technological means in class preparation.

Alternative answer to question (2)	Frequency seen	Percentage	Expected frequency	Difference between observed and expected frequency	Degree of freedom	K^2 calculated value	Tabulated k^2	Significance level	Decision Statistical
With a sufficient number	03	25%	04	-1	2	6,31	5,99	0,05	D
with a small number	01	8,33%	04	-3					
Not available	08	66,66 %	04	4					
TOTAL	12	100%							

Analyze Table (05):

From Table No. (05), we notice that the answers of the 12 male and female members of the study sample, out of the total number of selected professors, were divided into three groups, the first group included the individuals who answered question (02) with the alternative "yes" and amounted to (03) individuals with a percentage of 25%, while the second group represents the individuals who answered this question with the alternative "sometimes" and amounted to (01) individuals with a percentage of 8.33%. estimated at 8.33%, while we note that 66.66% represents the third group, which contains the individuals who answered this question with the alternative "no" and the number of (08) individuals, and to confirm the significance of these differences in frequencies and percentages then resorted to the test of statistical significance (k^2), where we note from the above table that the value of (k^2) calculated at the degree of freedom (2) was estimated at 6.31, which is a statistically significant value at the significance level alpha = 0.05.



10.3 Question Three: Do you want to teach using modern technology in the future?
Objective of the question: Do you want to teach using modern technology?

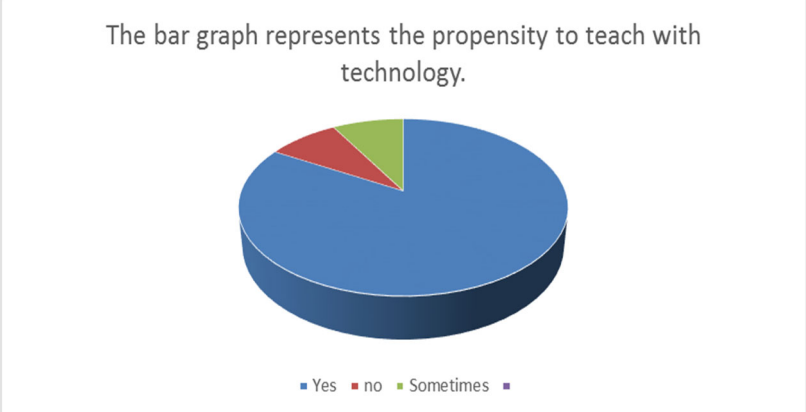
Table (6): Percentage of the propensity to teach using modern technology

Alternative answer to question (2)	Frequency seen	Percentage	Expected frequency	Difference between observed and expected frequency	Degree of freedom	K^2 calculated value	Tabulated k^2	Significance level	Decision Statistical
With a sufficient number	10	83,33%	04	6	2	9, 125	5,99	0,05	D
with a small number	01	8,33%	04	-3					
Not available	01	8,33%	04	-3					
TOTAL	12	100%							

Analyzing the results (06):

From Table No. (06), we notice that the answers of the 12 male and female professors of the study sample were divided into three groups, the first group included the individuals who answered question (03) with the alternative "yes" and amounted to (10) individuals with a percentage of 83.33%, while the second group represents the individuals who answered this question with the alternative "no" and amounted to (01) individuals with a percentage of (1) individuals with a percentage of 8.33% estimated at 8.33%, while we note that the percentage of 8.33% represents the third group, which contains the individuals who

answered this question with the alternative "sometimes" and the number of (01) individuals, and to confirm the significance of these differences in frequencies and percentages then resorted to the test of statistical significance (K^2) where we note from the above table that the value of (K^2) calculated at the degree of freedom (2) was estimated at 9,12, which is a statistically significant value at the significance level alpha = 0.05.



11. Conclusion:

Through the fulfillment of the first partial hypothesis, which states that "some professors do not use the computer in a dynamic way to manage pedagogical work" and the non-fulfillment of the second partial hypothesis, which states that "some professors do not use the Internet in preparing their classes," it can be assumed that the first part of the general hypothesis has been fulfilled, since the second questionnaire showed us several points that made him not apply modern technology means, while using the Internet is a single item.

As for the second part of the general hypothesis, which states that "the use of modern technologies contributes positively to the activation of the subject of physical education and sports," it is evident from the third hypothesis to the hypothesis, and when we see that the results are statistically significant using

k^2, we can say that what came in our study can be generalized to the first part of the general hypothesis,

specifically, in the second partial hypothesis, which was not achieved, specifically in the second and third tables related to the uses of modern technologies in research, reading and communication.

The means are very important in the conduct of the physical education class like its counterparts in other subjects, and experience has proven as it has proven in other subjects, but the physical and sports education class remains a different class from those subjects, as its hall is the field, and in the field we

find the light of the day that cannot be returned by walking, and the noise that cannot be stopped by

intimidation, so the subject has special characteristics and one of the most important characteristics is expression, so we must take this into account in the acquisition of modern technological means, and the competent authorities must endeavor to clarify how to use them and include them in the education programs. Modern technological means, and the competent authorities must seek to clarify how to use them and include them in education programs, and teachers must conduct sensitization operations, especially with regard to photographing students, as photography does not mean registration, and registration can be erased or the acquisition of photo filters that allow taking the shadow of objects and to be able to identify people, and the guardianship must conduct training courses in the field of the use of modern technology in education.

12. Suggestions for the future:

In the light of our findings in this research, we suggest that teachers first keep up with the digital age by conducting formative trainings that help them deal with modern technological means and identify it, so that if the teacher wants to buy any tool, he chooses what suits him, and we must also delve into the establishment of websites for physical education and sports teachers to exchange ideas, and we suggest that the designated authorities develop a special program for physical education based on uniformity in evaluation, evaluation and method, since educational technology has gone beyond the stage of the method to the stage of the technology system, whose content is based on encouraging the involvement of the means of physical education.

Therefore, it is possible to delve into the study of the issue of education through educational rules, creating a database in line with the educational portfolio, and creating and adapting electronic programs.

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